**K-5 Math Lesson Plan**

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| **Teacher:**  **Claxton School** | | | **Grade:**  **2nd** | | | **Date(s)**:  **Day 3** |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**   * How do I compose numbers up to 1,000? * How do you know the value of a number? * How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * **bins/containers** * **2s, 5s, and 10s on small cardstock pieces (4 of each)** * **objects to represent screws, nails, etc. of various sizes** * **painter’s tape** | | **Student:**   * **hundreds board** * **3 different colored pencils** * **whiteboards** * **dry erase markers** * **unifix cubes labeled 2s, 5s, and 10s** * **numbered index cards** | | | * place value * hundreds * tens * ones * skip count * counting on | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.2  *Count within a 1,000; skip count by 5’s, 10’s, and 100’s (This is for Task 1. The following are the standards to be posted for the whole unit along with 2.NBT.2)*  2.NBT.1  Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones. (Correlates to NCSCOS Math Objective 1.01a)  2.NBT.3  Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)  (Correlates to NCSCOS Math Objective 1.01b)  2.NBT.4  Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits,  using >, =, and < symbols to record the results of comparisons.  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**  I can skip count by 2s, 5s, and 10s to 100.  I can skip count to 300.  I can skip count by 2s, 5s, and 10s starting any place on the 100s chart. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Wow! I went into the tool shed to try and find the right sized nails, but it was a mess. Help me put the screws, nails, and other gadgets into bins so that we can count them and decide if we have enough materials to help make raised beds for the community gardens. Let’s sort them into both kinds of materials and sizes. | | | | | |
| **Teacher Directed:**  Use document camera and bins and show students how you might start sorting objects by grabbing handfuls and dumping into the labeled bins. Show them the completed sort of objects with some objects in bags and some already counted. Each bin will have a card in it with the total number of loose items listed and 2, 5, or 10 to indicate how you will skip count. Take a bag from a bin, dump the items out, group into 2s, 5s, or 10s, and **show** students how to skip count from wherever the number card instructs. Have students count with you by writing the skip counting on whiteboards. Think about how the number changes as we skip count. | | | | | |
| **Guided Practice:**  After creating a 100s board with painters tape on the classroom floor, or using chalk to create the board outside, give a few students number cards and ask them to stand on that number. Have other students (in turn) call out, “Two, Five, or Ten”. Students will physically move to the indicated space. Students at their seats will use a 100s board to complete the same task. Repeat until everyone has had a turn doing each task. What happens to the tens place, ones place as we skip count by 2s, 5s, and 10s? | | | | | |
| **Independent Practice:**  Give a set of directions to describe a path to follow by skip counting by 2s, 5s, and 10s. Use a hundreds board and a pencil. Mark your starting position with an **X**. Follow the directions and draw lines to show how students move from one number to the next. Mark the final destination with an **O**. | | | | | |
| **Closing/Summarizing Strategy:**  Describe your work for today. Be sure that you talk about what happens to numbers when you skip count. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Give a target beginning number and a number by which to skip count. Have students use their journals to explain what the answer will be and how they know they are correct. * Have student use a hundreds board to skip count by 3s and describe the pattern. | | | * Give student a number and have him/her tell you a number that is one greater or one less than that number. * Physical movement with a partner on floor 100s board * Count intermediate numbers in a whisper phone and multiples of 2s, 5s, and 10s in a normal voice. * Work with a partner * Touch intermediate spaces between target numbers w/o saying the word aloud | | | * Explain the word *skip* as jump or hop a distance. * Have beans/beads or small objects for students to count to 10 by 1s. Then group each 10 in a bag so students can count by tens. * Count pennies into groups of 2s, 5s, and 10s. * Use place value blocks to count by 10s to 100. * Use place value flats to count by 100s. |
| **Assessment(s):**  Check student journals and/or independent practice. | | | | | | |
| **Teacher Reflection:** (Next steps?)    Check student journals and/or independent practice to gauge understanding and how to proceed. | | | | | | |